Grants and Other Financial Assistance Programs: FY2017

Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) Partnership Programs for Students with

Disabilities - Planning Grant

Fund Code: 237

Purpose:

This state-funded competitive grant program is intended to create new partnerships between high schools in public school districts and public colleges and universities; partnerships are funded to engage in an extended, structured planning process in preparation to submit an implementation proposal for an inclusive concurrent enrollment program on campus for students with severe disabilities (as defined in Section 1 of chapter 71B of the General Laws) between the ages of 18 and 22, inclusive. The inclusive concurrent enrollment program serves students with severe disabilities in credit and non-credit courses with and without pre-requisites within the general college or university curriculum. Funded programs must serve students who are considered to have intellectual disabilities in credit and non-credit courses that include non-disabled students. Funded programs will serve students in one of two categories: (1) Students, 18 to 22, who have not passed and/or are not likely to achieve the competency determination necessary for graduation by passing the MCAS exam because of the severe nature of their intellectual disabilities, and are eligible for special education services as documented through an Individualized Education Program (IEP); or (2) Students, 20 to 21, who have passed MCAS, but are still eligible for special education with an Individualized Education Program (IEP) because of significant functional disabilities, transition needs, etc.

Each member of the partnership will commit to developing and improving systems to facilitate the inclusion of students with severe disabilities in typical college and university settings, supporting college and career success, and providing a free and appropriate public education in the least restrictive environment.

Two priorities have been identified for this program. Applicants are directed to select one of these two priorities and to provide information required for that priority.

Priorities: Priority #1: Planning Model Inclusive Educational Programs

(Non-Residence Life)

Partners for this priority will plan and develop model inclusive education practices and programs in colleges and universities for the target audience of students.

By the end of the first two months of funding, grantees are expected to have formulated a **comprehensive strategic action plan** articulating how the Partnership Leadership team will:

- fulfill the purpose of the grant through careful program design, including elements such as student outcomes and role requirements for partnership members;
- implement the grant including how it will collect, review, and analyze evaluation data generated from the program and adjust the program design accordingly;
- welcome an initial cohort of at least 5-10 students in the Fall 2017 semester, increasing this number significantly in the Spring 2018; and.
- account for sustaining proposed practices and programs once funding has expired.

The comprehensive strategic action plan must account for careful attention to (1) program design and (2) the identification of student outcomes.

(1) **The program design** should:

- provide clear guidelines and processes for selecting students;
- describe specific guidelines for facilitating person-centered planning (PCP) to design a transition experience that seamlessly integrates curricular and co-curricular experiences on campus, career development activities; and integrated competitive employment. The PCP process should be a collaborative enterprise engaging personnel from the school and the college/university as well as family members and other individuals committed to supporting self-determination of the student:
- promote and enhance academic, social, functional, integrated competitive employment skills, and other transition-related goals for participating students;
- provide opportunities for the inclusion of students with severe disabilities in credit and non-credit courses with and without prerequisites with their non-disabled peers;
- provide linkages to adult agencies and organizations;
- promote participation in the student life of the college community;
- promote student participation in community-based integrated competitive employment related directly to course selection and

- career goals, using the <u>Massachusetts Work-Based Learning Plan</u>; and.
- describe specific guidelines for facilitating a transitional planning process as students prepare to complete the inclusive concurrent enrollment experience, implementing the person-centered planning process to identify revised learning goals; career development activities; and potential changes in integrated competitive employment.
- (2) <u>Specific student outcomes</u> resulting from successful implementation should reflect the program's commitment to:
 - promoting student participation in inclusive, campus-based curricular and co-curricular learning opportunities;
 - developing self-determination and self-advocacy skills;
 - participating in career planning, vocational skill-building activities, and community-based integrated competitive employment opportunities; and
 - improving academic, social, functional, and other transition-related skills

<u>Priority #2. Planning Model Inclusive Educational Programs</u> (Residence-Life)

Partnership teams selecting this priority will plan and develop model inclusive residence life practices and programs in colleges and universities for the target audience.

By the end of the first two months of funding, grantees are expected to have formulated a **comprehensive strategic action plan** articulating how the Partnership Leadership team will:

- fulfill the purpose of the grant program through careful program design, including elements such as student outcomes and role requirements for partnership members;
- implement the grant including how it will collect, review, and analyze evaluation data generated from the program and adjust the program design accordingly; and,
- account for sustaining proposed practices and programs once funding has expired.

The comprehensive strategic action plan must account for careful attention to (1) program design and (2) the identification of student outcomes.

(1) The **program design** should:

- provide clear guidelines and processes for selecting students;
- describe specific guidelines for facilitating person-centered planning (PCP) to design a transition experience that seamlessly integrates curricular and co-curricular experiences on campus, career development activities; and integrated competitive employment. The PCP process should be a collaborative enterprise engaging personnel from the school and the college/university as well as family members and other individuals committed to supporting self-determination of the student;
- promote and enhance academic, social, functional, integrated competitive employment skills, and other transition-related goals;
- provide opportunities for the inclusion of students with severe disabilities in co-curricular learning opportunities in collaboration with their non-disabled peers;
- provide linkages to adult agencies and organizations;
- promote student participation in community-based integrated competitive employment related directly to course selection and career goals, using the Massachusetts Work-Based Learning Plan;
- promote participation in the student life of the college community, including the residence life at the college, with accommodations, supports, and services necessary to enable inclusive dormitory living; and,
- describe specific guidelines for facilitating a transitional planning process as students prepare to complete the inclusive concurrent enrollment experience, implementing the person-centered planning process to identify revised learning goals; career development activities; and potential changes in integrated competitive employment.
- (2) <u>Specific student outcomes</u> resulting from successful implementation should reflect the program's commitment to:
 - promoting student participation in inclusive, campus- and residence-based curricular and co-curricular learning opportunities;
 - developing self-determination and self-advocacy skills;
 - participating in career planning, vocational skill-building activities, and community-based integrated competitive employment opportunities; and
 - improving academic, social, functional, and other transition-related skills.

Eligibility: All proposals must:

- present a partnership between two or more public school districts and a two- or four-year public college or university;
- be designed to serve students with severe disabilities in inclusive settings; and,
- establish and formalize a Partnership Leadership Team.

For Priority One, the Team will comprise leaders from the college or university and school districts, representatives from adult service agencies, employers, and family members. Colleges and universities that participated in the FY2011, FY2012, FY2013, FY2014, FY2015, and FY2016 Fund Code 237 (planning) or 236 (continuation) grant programs are not eligible to participate in Priority One of this planning grant program.

For Priority Two, the Team will comprise leaders from the college or university and school districts, representatives from adult service agencies, family members, and those who will work towards the success of inclusive dormitory living, such as the college or university residence life director, student residence life peers, or residence life coordinators. Eligibility for Priority Two is limited to public colleges and universities currently or previously funded under state line item 7061-9600 and currently offering inclusive concurrent enrollment programming for students in the target audience.

For both priorities, the Partnership Leadership Team will:

- set up a calendar of regularly scheduled meetings extending from the project start date to the end of the planning grant year;
- during these regularly scheduled meetings, discuss policies, practices, and procedures necessary to implement and sustain inclusive concurrent enrollment;
- oversee the development, implementation, and ongoing evaluation of the comprehensive strategic action plan in order to facilitate the transition from high school into adult life and to sustain the MAICEI initiative; and,
- create policies, practices, and procedures to facilitate ongoing inclusion of new school districts each year of the grant program. These procedures must include a clearly articulated process by which parents of students who may be candidates

for MAICEI would approach their school district to request an opportunity to participate.

In an effort to ensure sustainability, high quality proposals from partnerships with multiple districts will be given priority over proposals from partnerships with fewer districts.

The intended outcome of the planning year is a detailed action plan which includes sufficient detail necessary to write a proposal to implement an inclusive concurrent enrollment program on campus.

Funding:

Upon Approval - 8/31/2017

Proposals must be submitted by public colleges or universities on behalf of their respective partnerships.

A total of \$40,000 or more is available, subject to state appropriation. The state legislature had identified funding for this program in the Executive Office of Education (EOE); awards will come from the EOE.

- Subject to funding availability, up to two partnerships may be awarded up to \$20,000 each to plan inclusive educational programming (Priority One). Partnerships are encouraged to set aside \$2,000 for mentoring, meeting facilitation, and/or technical assistance from previously funded partnerships; and,
- Subject to funding availability, up to two partnerships may be awarded up to \$20,000 each to plan inclusive residence life programming (Priority Two). Partnerships are encouraged to set aside \$2,000 for mentoring, meeting facilitation, and/or technical assistance from previously funded partnerships.

Applications will be reviewed and funded based upon the quality of programs proposed. Proposals with significant in-kind contributions will be given priority.

Fund Use:

Funds may be used for:

- 1. consultants (It is highly recommended that proposals include resources to support a planning/project consultant, charged with the overall coordination, implementation, and evaluation of the planning process.)
- 2. stipends/salaries and fringe benefits for project personnel, including

- employment specialists, student residence life peers (who provide supports for dormitory living), and residence life coordinators and/or caregivers;
- 3. mentoring and technical assistance to support the development of the proposed model;
- 4. training for student residence life peers (who provide supports for dormitory living);
- 5. training supplies, including site costs;
- 6. travel costs;
- 7. indirect costs for school districts at the ESE rate; and
- 8. indirect costs for the colleges and universities at the approved ESE rate not to exceed a maximum of 11%.

Funds may not be used at any time for:

- assistive technology (the necessary technology to ensure full access to the curriculum);
- pre-existing student transportation costs;
- equipment;
- tuition for courses*; and,
- stipends for supporting employment opportunities for participating students.

*Please note: State-supported tuition for courses shall be waived by the colleges and universities.

Project Duration: FY2017: Upon Approval - 6/30/2017

FY2017: 7/1/2017 - 8/31/2017

Contact: Glenn Gabbard, Executive Office of Education

email address: glenn.gabbard@state.ma.us

Phone Number: 617.979.8335

Date Due: Primary Deadline: Monday, June 6, 2016; Secondary Deadline: Open.

Proposals must be received by the EOE at 5:00 p.m. on the due date.

Required Forms:

- 3. X FY2017 Part II Budget Detail Pages (Include both pages.)
- 4. K FY2018 Part II Budget Detail Pages (Include both pages.)

5. X FY2017 Inclusive Concurrent Enrollment Required Program Information

NOTE: This grant program crosses two state fiscal years (FY2017 and FY2018) and requires that each partnership submit two Part I - Standard Contract Forms and two Part II - Budget Detail Pages. The first set (FY2017) will be for grant activities implemented between the award of funds and June 30, 2017. The second set (FY2018) should reflect dates and costs associated with grant activities implemented between July 1, 2017 and August 30, 2017.

- 1. Appendix A-1 Evaluation Scorecard for Priority One
- 2. Appendix A-2 Evaluation Scorecard for Priority Two
- 3. Appendix B Quality Indicators for the Inclusive Concurrent Enrollment Partnership Programs
- 4. Appendix C Resource: Think College Standards, Quality Indicators & Benchmarks for Postsecondary Education Services for Students with Intellectual Disabilities
- 5. Appendix D Budget Narrative Worksheet
- 6. Appendix E Notice of Funding Availability: Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI) for Students with Disabilities Planning Grant Fund Code: 237

Additional Information:

Partnerships will be required to submit a budget amendment when there is any significant in program activities or a change in any budget line; grantees should consult with the section on the "Amendment Process"" in the "Grants for Schools: Getting Them and Using Them, A Procedural Manual," published by the Office of Grants Management, Department of Elementary and Secondary Education.

Participation Requirements

Technical assistance will be provided to the new planning partnerships as they develop and implement the comprehensive strategic action plan. Additionally, new partnerships are encouraged to use allocated funds to obtain mentoring services from existing MAICEI partnerships and other qualified experts. Providers for the required technical assistance activities will be selected by the Executive Office of Education (EOE).

The partnerships will participate in required technical assistance and mentoring activities on promising inclusive practices to further develop the skills of faculty and staff in colleges and universities as well as public school districts. Training and technical assistance activities will include, but are not limited to:

1. face-to-face meetings for all participants;

- 2. assistance with establishing and/or enhancing each partnership's structures for collaboration, resource mapping, and planning for sustainability;
- 3. online modules (e.g., career planning, development and employment, youth development, universal course design) and threaded discussions:
- 4. onsite, online, and telephone technical assistance.

Reporting Requirements:

Partnerships will also be required to submit to the EOE reports that detail the following:

For Priority One:

No later than 60 days after the start of the grant, each campus is expected to submit its initial version of its comprehensive strategic plan including a calendar of regularly scheduled partnership leadership team meetings; anticipated professional development opportunities for the team as well as for campus and/or school-based staff and faculty.

A mid-year report including:

• (a) a detailed strategic action plan including a narrative explaining progress on each of the features of the plan; and, (b) an expenditures summary to date;

An end-of-year report which includes:

- a final version of the detailed strategic action plan which includes narrative explaining updated progress on each of the features of the plan; and,
 - a) the names and State Assigned Student Identifiers (SASIDs) of students who are expected to participate in the program in Fall 2017;
 - b) the title, number, and credit status of the Fall 2017 courses in which it is anticipated that each student will be enrolled;
 - c) specific strategies for providing community-based integrated competitive employment opportunities;
 - d) specific strategies including students in the life of the college; and.
 - e) an expenditures summary for the entire grant year.

For Priority Two:

No later than 60 days after the start of the grant, each campus is expected to submit its initial version of its comprehensive strategic plan including a

calendar of regularly scheduled partnership leadership team meetings; anticipated professional development opportunities for the team as well as for campus and/or school-based staff and faculty.

A mid-year report including:

• (a) a detailed strategic action plan including a narrative explaining progress on each of the features of the plan; and, (b) an expenditures summary to date;

An end-of-year report which includes:

- a final version of the detailed strategic action plan which includes narrative explaining updated progress on each of the features of the plan; and,
 - a) the names and State Assigned Student Identifiers (SASIDs) of students who are expected to participate in the program in Fall 2017;
 - b) the title, number, and credit status of the Fall 2017 courses in which it is anticipated that each student will be enrolled;
 - specific strategies for providing community-based integrated competitive employment opportunities;
 - a) specific strategies including students in the life of the college;
 - b) detailed plans for including students in the residence life of the college; and,
 - c) an expenditures summary for the entire grant year.

Submission Instructions:

Applications must be sent in both electronic and hard copy formats, following these requirements:

- One (1) electronic copy, combining all parts of the proposal into one PDF formatted document; and,
- One (1) electronic zip file, containing all of the separate electronic documents in MSOffice format;

should be sent to glenn.gabbard@state.ma.us;

In addition.

• Three (3) hard copies, on three-hole punched paper, including the program signature page(s) bearing the original signature of the college or university's President. should be sent to:

Glenn Gabbard

Coordinator, Inclusive Concurrent Enrollment Program

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